DOCUMENT RESUME

ED 153 109 CG 012 350

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TITLE Pioneer CESA Guidance Project: A Staff Development Program for School Counselors. Consultation.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
PUB DATE [77]
NOTE 67p.; For related documents, see CG 012 351-359; Appendices not filmed due to copyright

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Certification; Communication (Thought Transfer); *Consultation Programs; *Counselor Role; Elementary School Counselors; *Performance Based Education; *Problem Solving; Program Guides; Secondary School Counselors; *Skills; *Staff Improvement

ABSTRACT

This document on consultation is one of seven staff development programs which target performance skills of school counselors. The staff development programs are one component of a comprehensive student-needs-based guidance system developed by the Pioneer Cooperative Educational Service Agency Guidance Project. The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. The emphasis of each program is on performance. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided. This document discusses preassessment, the consulting process, consulting functions, and postassessment. (Author)

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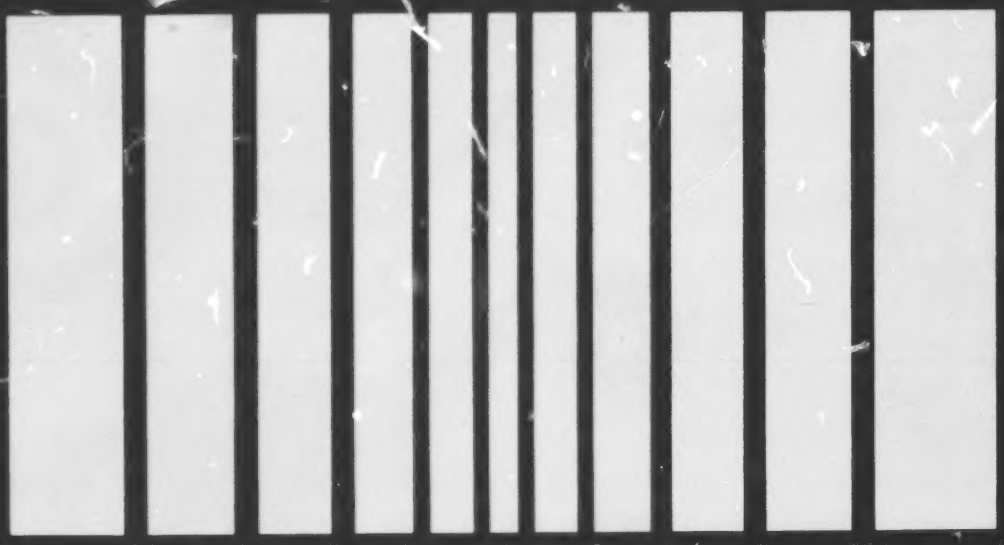
STAFF DEVELOPMENT PROGRAM for SCHOOL COUNSELORS



CONSULTATION

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

CONSULTATION

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

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Preface

This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: Planning, Individual Counseling, Group Facilitation, In-Service Training, Consultation, Information Processing and Legal/ Ethical concerns. While there may be other areas which will be helpful to school counselors, the skills described in this series are felt to be essential.

The staff development programs are one component of a comprehensive student needs based guidance system developed by the Pioneer CESA Guidance Project. The competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselors' clients in achieving these goals.

The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. An individual may use the programs in an informal setting or they

may be used in a more structured group of counselors pursuing a formal staff development plan.

The emphasis of each program is on performance; thus an effort has been made to avoid another textbook in the specified area. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided.

Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area. Further, it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact.

William B. Ware
Stanley Bernknopf

Index of Indicators

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I.6 Asks client(s) to describe the problem situation.....30

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INTRODUCTION

During the past ten years the term consultation has been characterized by a diversity of meanings and activities. Because of this diversity, a general definition acceptable to all counselors and counselor educators does not exist. Belkin (1975) defined consultation as a meeting of a counselor and another person (third party) for the purpose of discussing a client. Keat (1975) preferred the word collaboration to consultation because it suggests a more cooperative relationship. Dinkmeyer (1968) discussed consulting as a process by which teachers, parents, administrators, and other significant adults in the life of a child "communicate about him." Faust (1968) believed that the elementary school counselor should serve as a consultant to teachers. On the other hand, Kacyjkaski (1967) recommended that the child be the focal point of the consultation. While each of these definitions is slightly different, the common idea is that consultation is a process during which two or more people confer about a client.

Consultation involves coordinating and exchanging information. Joint planning and collaboration is emphasized in contrast to the superior-inferior relationships of some other situations. The purpose of the consultation is to

consider all of the available data and formulate decisions about future procedures. A consultant is a person who offers particular knowledge or expertise to an individual or a group to help solve problems and make decisions. The consultant acts as a resource person who makes suggestions, offers recommendations, and provides information which will help the client better make decisions. The consultant should have knowledge of psycho-dynamics, community resources, learning strategies, child rearing approach, human relations, and other areas that can be of help to the client. Recommendations usually consider the uniqueness of the teachers as well as the individuality of the child.

There is a difference between counselor and consultant. The primary difference is that the consultant provides information on "how to" as opposed to treating the client in a clinical sense. Most of the services provided by the consultant will be cognitive, whereas most counseling services are effective. A parent might ask the consultant for some advice on child rearing; this request does not mean that the consultant should then focus on counseling the parent. Students, teachers, and administrators may request a large number of consultation services. The consultant should use reasonable judgment in deciding whether or not he/she can be of service.

Belkin (1975) has developed six basic guidelines for the consultant:

1. In his consultative capacity, the counselor must conduct him/herself in a fully professional manner, recognizing his limitations and strengths, aware of his ethical and legal responsibilities, and sensitive to philosophical and theoretical axioms that underlie his work and support his commitment.

2. As a consultant, the counselor always recognizes that his primary responsibility to the client dictates the substance and spirit of this third-party intervention.

3. In providing advice or information to others, the counselor must always attempt to present it objectively or unbiasedly: to show the other person, when it is appropriate, that there may be more than one way to look at a situation, that there may be legitimate points of view different from the one the counselor favors. In short, the person with whom the counselor consults always has a right to choose.

4. Consultation implies cooperation. It is the counselor's obligation, more than anyone else's, to work toward this cooperative spirit. At times this may require compromise; at times, retreat. The counselor must be willing to sacrifice at times the needs of his ego to the demands of the situation.

5. Goals of consultation should be mutually established by the consultant and the consultee. Misunderstandings can often be avoided when there is a mutual reason for sharing a consultive session.

6. When the person consulting with the counselor is overly impressed by professionals (as parents often are), the counselor must take extra care to impress upon the consultee that the counselor is not infallible and is as likely to make errors as anyone else.

In summary, consulting is the process by which parties interested in the welfare of a student confer about him/her, indeed a major part of the counselor's functioning.

RATIONALE FOR CONSULTATION

A very general demand for and from educators in the 1970's has been relevance. The proponents of relevance suggest that counselors ask themselves the question "is the school made for the child or must the child fit the school?" This is an important question that must be answered by counselors and counselor educators. One appropriate answer to the question is that counselors should add consultation to the list of concerns, i.e., individual analysis, guidance, counseling, programming and evaluations for consultation process deals with the attitudes and behavior of adults who are part of the pupil's learning environment. The process of consultation forces an on-going analysis of the situation and its responsiveness to the need of the client--in this case the student.

Dinkmeyer stated:

> The rationale for consultation proceeds from the belief that the objectives of elementary school guidance can be reached for all children only through an emphasis on consultation. It is held that indirect service produces the benefits which come from the involvement of teachers, parents, and administrators as partners in the guidance process. Due to the counselor-pupil ratio, counseling frequently places an emphasis on remedial guidance - with the result that relatively few children are reached. Consultation meets

the teacher to examine the impact and the consequences of the instructional process on children, and helps the teacher understand the effect his behavior has on children.

Consulting should result in increased guidance competencies for the teacher in contrast to providing a service which is used primarily to refer children to a specialist. The teacher develops an understanding of human behavior which may be used in contacts with other children, thereby reducing the number of children needing individual attention at a later date.

It is commonly agreed that one of the critical needs at the elementary school level is to integrate the guidance function with the educative process and the curriculum. Consultation provides an opportunity for the counselor to serve as an agent of change (ACES-ASCA, 1966). The consultant demonstrates guidance procedures and serves as a resource for materials in the classroom guidance program.

Consulting operates on the belief that guidance services can be improved most extensively through increasing the effectiveness of the teacher. If the counselor is to be viewed as a vital member--and a collaborator--of the educational team, then he must make a primary commitment to the consultant role.

This module is based on the premise that the professionally trained and certified school counselor can have maximum impact on students by working with and through significant adults in the lives of those students. The counselor can make his/her strongest impact through group work in which parents, teachers, and pupils become forces in the learning of parents, teachers, and students. This

module is not a "how to do it" cookbook, rather it is an attempt to facilitate a better conceptual understanding of the consulting process.

Perhaps one of the best means of influencing the total leaning environment is through consultation. Dinkmeyer (1968) believed that teacher-counselor collaboration will increase teacher competency. Consulting is an activity that can benefit teachers, parents, administrators, and children. Consulting does not take the place of counseling, but it does provide a vehicle for increasing the counselor's impact on the total school.

The specific competencies/indicators are divided into two areas--the consulting process and consulting functions. Indicators numbered 1 through 12 are the behavioral competencies, and indicators numbered 13 through 25 are processes. Each of these indicators of competency has been paraphrased as an objective for the specific sections of the module. The pre-assessment is also organized in the same fashion. Therefore, when one identifies either an indicator of competency by reading the list or completing the pre-assessment, the next step is to locate the appropriate objective by matching the numbers. The Module Flow Chart, page 10, will be helpful in making these decisions.

Consulting skills--particularly in the area of communication--are demonstrated when the counselor:

1. Listens to the client(s); "stays with" the flow of the discussion.
2. Clarifies the verbal communication of the client(s).
3. Is accepting of the consultee.
4. Demonstrates objectivity.
5. Establishes a collaborative/peer relationship.
6. Asks client(s) to describe the problem situation.
7. Asks client(s) to form hypotheses.
8. Examines and diagnoses problem situation with the client(s).
9. Identifies the attitudes of the client(s) toward or against change in the problem situation.
10. Describes counselor's own resources for helping the client(s).
11. Discusses action strategies; prepares client(s) to take action.
12. Elicits feedback and interaction from client(s) prior to termination of relationship.

The consultant function is fulfilled when the consultant upon request helps clients:

13. Understand the guidance program.
14. Integrate counseling and guidance services into the classroom.
15. Answer questions concerning basic student learning and adjustment problems.

16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.

17. Plan the student's education or career future.

18. Make application for financial aid or employment.

19. Determine curricular offerings that best meet student needs; plan curriculum.

20. Interpret student data.

21. Organize and conduct case conferences.

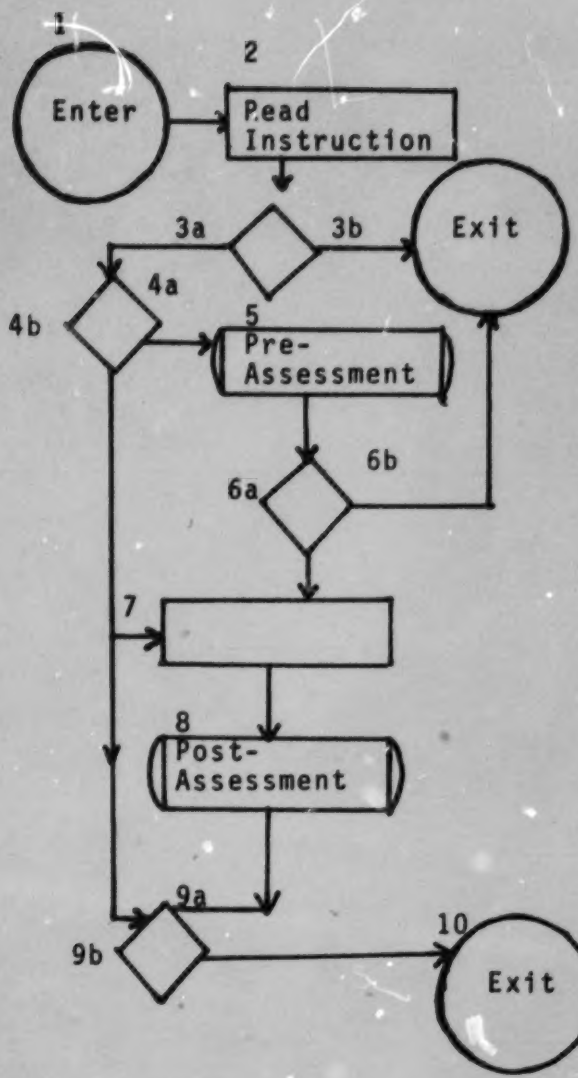
22. Organize and conduct parent conferences and parent groups.

23. Observe and assess student behavior.

24. Identify exceptional students.

25. Evaluate school policy and report to the administration concerning the impact of policy on teachers and students.

MODULE FLOW CHART



Module Steps

1. Enter
2. Read instruction section

3a. Continue
3b. Exit

4a. Take Pre-Assessment
4b. Go to activities section
5. Complete

6a. Decide which activities to complete.
6b. Exit

7. Complete all identified activities.

8. Complete Post-Assessment.

9a. Exit
9b. Decide which activities to complete

10. Exit

PRE-ASSESSMENT

Consider carefully your current ability to effectively consult with school staff and parents. Indicate your self-assessment by placing an "X" in the appropriate box for each listed objective. In conducting a consultation session with staff or parents I can:

	Yes, Sufficient	No, Insufficient	Uncertain
1. Listen to the client(s); "stay with" the flow of the discussion.			
2. Clarify the verbal communication of the client(s).			
3. Am accepting of the consultee.			
4. Demonstrate objectivity.			
5. Establish a collaborative/peer relationship.			
6. Ask the client(s) to describe the problem situation.			
7. Ask client(s) to analyze the problem situation and to form hypotheses.			
8. Examine and diagnose the problem situation with client(s).			
9. Identify the client(s) attitudes toward or against change in the problem situation.			
10. Describe my own resources for helping the client(s).			
11. Discuss action strategies; prepare client(s) to take action.			

	Yes, Sufficient	No, Insufficient	Uncertain
12. Elicit feedback and interaction from client(s) prior to termination of relationship.			

As a consultant to staff and parents, I make myself available to help them:

	Yes, Sufficient	No, Insufficient	Uncertain
13. Understand the guidance program.			
14. Integrate counseling and guidance services into the classroom.			
15. Answer questions concerning basic student learning and adjustment problems.			
16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.			
17. Plan the student's education or career future.			
18. Make application for financial aid or employment.			
19. Determine curricular offerings that best meet student needs; plan curriculum.			
20. Interpret student data.			

	Yes, Sufficient	No, Insufficient	Uncertain
21. Organize and conduct case conferences.			
22. Organize and conduct parent conferences and parent groups.			
23. Observe and assess student behavior.			
24. Identify exceptional students.			
25. Evaluate school policy and report to the administration concerning the impact of policy on teachers and students.			

SUMMARY

Items rated Yes:_____

Items rated No:_____

Items rated Uncertain_____

The participant is urged to complete, as a minimum, those activity sections which relate to the above objectives identified as "No, Insufficient" or "Uncertain." Completion of activity sections relating to those items identified as "Yes, Sufficient" may also prove helpful in preparing for conpetency demonstration for certification.

THE CONSULTING PROCESS

The consulting process is much like the counseling process for it focuses on effective and facilitative communication. Objectives 1 through 12 are directly related to this communication dimension of consulting.

> Objective Number 1: In a given consulting situation the counselor will listen to the client and "stay with" the flow of the discussion.

Your role as a counselor-consultant brings you into contact with many different sets of people with widely varying problems to be encountered. The one consistent dimension of these encounters is that the interactions you and your clients engage in may have an important positive or negative impact on the person about whom the consulting is taking place. Consequently, you as a counselor-client want to bring only the best skills to bear in the situation. The first requisite skill to be addressed is that of attending. You will be most effective is you can give full attention to your clients, using all the skill you have to listen and let them know that you really hear what they are saying. Your attentiveness skill is important in all counseling situations, but attending is crucial in consulting situations because often more than one client is involved.

(Complete two exercises; either 1 or 2 and 3 or 4.)

Exercise 1. Read carefully the material that follows: Attending Behavior--An Important Tool. When you have become sufficiently familiar with it, state and explain the three factors in attending behavior to another person.

ATTENDING BEHAVIOR--AN IMPORTANT TOOL

The training you are to receive is designed to make you more attentive to those you are trying to help. This attentiveness on your part will help you to learn about clients and will also communicate your attitude of interest to the clients. Your attentiveness conveys your respect of your clients and develops his/her sense of security. Your developing this skill will help in establishing good relationships with clients and may consequently contribute to any relationship in which you take part.

There are three key ideas involved in the skill of attending behavior. The first of these, although it may sound strange, is to relax physically. You will find that seated in a comfortable, relaxed position, you will be more able to listen to the client than if you are

overly stiff or tense. Also, if you are relaxed physically, your posture and movements and voice will be natural, and you will have a sense of "being yourself" as you talk. This feeling of comfortableness will help you in being free to attend and will communicate to the other person your readiness to attend.

Second, use eye contact to help you focus upon the other person as well as communicate that you are listening. You need not gaze fixedly, or with undue intensity; a varied use of eye contact is most effective. That is, at times you will want to look at the person as you talk, at times you may glance down as you think about something the person is saying and then return your gaze.

Third, set for yourself the task of "following" what the other person is saying. Fit your comments or questions into the context being provided. Stay with the topic that is introduced by the other person and help him to develop it, rather than "topic jumping" from subject to subject. As you take your cues from the person with whom you are talking, and pursue topics, both the context of what you are saying and your voice quality can communicate to that person that you are "with nim" as the two of you talk.

In summary, your goal is to listen attentively and

to communicate this attentiveness through a relaxed posture, use of eye contact, and verbal responses which indicate to the other person that you understand what he/she is communicating. Specific behaviors which you may want to utilize are:

1. Relax physically; feel the presence of the chair as you are sitting in it.
2. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so in this setting.
3. Use eye contact by looking at the person with whom you are talking. Vary your gaze rather than staring fixedly.
4. "Follow" what the other person is saying by taking your cues from him/her. Stay with the topic that is introduced, rather than jumping from subject to subject.

EXAMPLE

Example 1.

Client: I am not sure what to do. If I stay at school I will need to make up two courses plus take two new courses and find a job. If I go home to the junior college I could make up the two courses at night and work for my father during the day.

Consultant: Let me see if I understand the problem (let me try and summarize (clarify) what I hear the problem to be). You're not sure whether to stay here and be a full-time student or go home and attend the junior college at night and work for your father. Is that accurate?

Client: Sometimes she really seems to like me and then all of a sudden she gets angry at me.

Consultant: Her behavior is inconsistent toward you.

Example 2.

If a parent comes to me, sits down, looks at the floor, hunches over and haltingly tells me that he has just failed two tests, that his wife has told him she doesn't want to see him anymore, and that he might lose his part-time job, I might begin to respond to him by saying:

Consultant: You're really feeling miserable--your world has all of a sudden begun to fall apart.

Example 3.

If a friend tells me that she has just finished nurse's training and has been accepted as a nurse in a local hospital--a dream she has had since she was a little girl--I say:

Consultant: You're really bursting with joy! It's great to accomplish what you set out to do.

Exercise 2. Select a fellow participant or other adult who is willing to play the role of your client while you practice attending behavior. Have a five-minute interview in which your client has come to talk with you about one of these topics:

a. Getting a part-time job.

b. A teacher planning a career education project.

c. Wanting to buy a car.

d. A parent whose child is dropping out of school.

Make an effort to be inattentive during the interview - be tense, have little eye contact, jump from topic to topic. After the interview discuss how you felt in your inattentive role, and give your client a chance to share the feelings he/she had during the interview.

Repeat the above steps, but this time be attentive utilizing each of the suggested behaviors. You may want to practice attending behavior several times before making a tape in Learning Activity 3.

Exercise 3. Make a ten-minute tape recording (if possible use a video tape, otherwise audio tape) of ten minutes duration, in which you demonstrate your skill in

attending behavior. If it can be arranged and you have enough self-confidence, use a student as your client, otherwise arrange to have an adult role-play.

Do a self-evaluation of the interview, rating your performance (from 1 to 5) on the key factors in attending behavior.

RATING FORM FOR ATTENDING BEHAVIOR

Scale

5 Maximally facilitative.	Use of the behavior significantly adds to and enriches the communication.
4 Facilitative.	Use of behavior adds and enriches communication.
3 Minimally facilitative.	Use of behavior slightly adds to communication.
2 Lacks facilitative skill.	Use of behavior detracts from communication. (Normal conversation is usually at this level.)
1 Destructive.	Use of behavior significantly hinders communication.

Rate each dimension from 1-5

Behaviors	Rating
Eye contact (video tape only)	
Body language	
Verbal following	
Vocal intonation	
Overall subjective rating	

Exercise 4. Present a ten-minute tape to a colleague, in which you demonstrate your skill in giving full attention to your client. Rate your performance with the colleague in the same way as the previous activity. (Perhaps, have the colleague rate your attending behavior.)

Objective Number 2: The counselor will orally clarify the verbal communication of the client.

Clarifying, a skill infrequently used by most counselors, requires careful attending to the client as well as the ability to "put one's self in another's shoes." Neither the counselor nor the client can be expected to understand everything, but explicit efforts must be made in this direction, and paraphrasing is an effective first step.

In paraphrasing the objective is feedback to the helpee the essence of what the client has just said. (This process is usually done by attending carefully to the verbal statements.) If your paraphrase is successful, it will often be regarded with a "yes" or "right" and the client will continue to talk in more depth about the issue at hand.

For example, in the transcript you are about to read the helper uses paraphrases to gain a better

understanding of the helpee's thoughts and reactions to the women's movement. Too often helpers "charge ahead" without stopping to check out whether or not they have really heard what the helpee has to say. Consider the following alternatives:

EXAMPLE

Example 1

Client: I'm really not involved with the women's movement. I'm into other things.

Consultant: (Making assumption that the movement is irrelevant to the helpee and asks question.) "What are you into?"

Example 2

Client: I'm really not involved with the women's movement. I'm into other things.

Consultant: (Wants to check assumption that the movement is irrelevant before moving on and uses paraphrase. Note the paraphrase deliberately ignores what the helpee is "into" now, for the moment.) "The women's movement isn't involving or important to you."

Client: "Right, I used to be involved very deeply even to the point of starting a consciousness raising group, but somehow that didn't satisfy me."

It should be pointed out clearly at this point that the client may indeed not be involved with the

women's movement anymore. Regardless, the paraphrase clarifies for both the counselor and the client where present attitudes are.

If the helper continues to use paraphrases in a series, very clear understanding of the client's position can result. It is not necessary to ask questions, for careful paraphrasing will help the client explore and clarify issues.

It is important to distinguish paraphrasing to clarify from simple restatement, a very useful minimal encourager.

EXAMPLE

Example 3

Client: I don't know about him. One moment he's nice as can be, and the next minute he is a real monster.

Consultant: (Paraphrase) He's pretty inconsistent then.

or

Consultant: (Restatement) He's a real monster.

Note that paraphrasing involves more active participation on the client's part. The effort is to find the essence of what is said rather than simple mirroring of words.

Paraphrases serve three purposes at this stage: 1) They convey to the client that you are with him/her,

that you are trying to understand what is being said; 2) they crystallize the client's comment by making them more concise thus helping give better direction to the interview; and 3) they provide a check on the accuracy of the perceptions of the interviewer.

EXERCISES

(Complete all exercises.)

Exercise 1. In response to the following helpee statements, clarify the content and the feelings in short statements:

$Client_1$: "My mother is getting tired of giving us groceries, I am still unemployed, my children need clothes, my husband left me yesterday."

$Consultant_1$: _____

_____

_____

$Client_2$: "I don't know what's going to happen at this school. The superintendent is making too many demands on me, the parents are putting pressure on me, and my wife is depressed."

$Consultant_2$: _____

_____

_____

$Client_3$: "I've decided to get a divorce. We fight all the time and the kids are in constant turmoil. But if I get rid of that idiot can I make it by myself?

$Consultant_3$: _____

_____

_____

Client$_4$: I am really in favor of team teaching, but I'm not sure I can get along with Peggy for a whole year."

Consultant$_4$: _____

_____

_____

Exercise 2. In order to understand paraphrasing better, read at least one of the following selections, completing exercises as instructed:

Benjamin, A. The Helping Interview, 2nd ed., Boston: Houghton Mifflin Co., 1974, pages 108-119.

Brammer, L.M. and E. Shostrum. Therapeutic Psychology, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960, pages 94-203.

Ivey, A.E. Microcounseling, Innovation in Interviewing Training. Springfield: Charles C. Thomas Publisher, 1971, pages 60-62.

Johnson, D.W. Reaching Out. Interpersonal Effectiveness and Self-Actualization. Englewood Cliff, N.J.: Prentice-Hall, 1972, pages 117-139.

Objective Number 3: The counselor will be able to demonstrate acceptance of the client.

EXERCISES

(Complete Number 1 and one additional exercise.)

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Counseling, 2nd. Edition, Boston: Houghton Mifflin Co., 1974. Read pages 262-263, 283 and 353-354.

Exercise 2. Benjamin, Alfred, The Helping Interview, 2nd. Edition, Boston: Houghton Mifflin Co., 1974. Read pages 39-41.

Exercise 3. List five verbal responses which can convey understanding to a client.

a. _____

b. _____

c. _____

d. _____

e. _____

Exercise 4. Brammer, Lawrence M. and Everett L. Shostrum. Therapeutic Psychology. Fundamentals of Actualization Counseling and Psychotherapy, 2nd edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968. Read pages 203-204.

SELF-TEST

T F 1. The counselor's acceptance of the client is not only indicated by his/her words but also by his/her gestures and posture.

T F 2. Tyler identifies two components of acceptance.

T F 3. It is not necessary for the counselor to understand himself/herself in order to be accepting of the client.

(Key on next page)

KEY: 1, T; 2, T (a) "a willingness to allow individuals to differ from one another in all sorts of ways" and (b) "a realization that the ongoing experience of each person is a complex pattern of striving things, and feeling"; 3, T.

Objective Number 4: The counselor will be able to demonstrate objectivity in a consulting session.

EXERCISES

(Complete one exercise.)

Exercise 1. Belkin, Gary, Practical Counseling in the School. Dubuque, Iowa: Wm. C. Brown Co., Publisher, 1975. Read pages 111-112, "Objectivity."

Exercise 2. In a role-playing situation, respond to a client in an objective manner when he/she requests your help in dealing with his/her child who cries for no apparent reasons.

Exercise 3. Brammer, Lawrence and Everett L. Shostrum, Therapeutic Psychology. Fundamentals of Actualization Counseling and Psychology. 2nd Edition, Englewood Cliffs, N.J.: Prentice-Hall, 1973. Read pages 161-163.

Exercise 4. Role-play a situation where your client is very emotional and you respond in an objective manner.

SELF-TEST

1. In a brief paragraph, indicate the difference between objective and subjective counselor/consultant behavior.
2. Warmth is/is not (select one) a component of objectivity.
3. List four reasons for the counselor/consultant to maintain objectivity:

   a.

   b.

   c.

   d.
4. List two reasons why the counselor/consultant should not allow his/her responses to become subjective:

   a.

   b.

Objective Number 5: The counselor will establish a collaborative/peer relationship with clients.

Prerequisite: The participant's ability to learn from the following activities will be enhanced if he/she has mastered Indicator 1, "trust-building" in the module on Group Facilitation.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Role play a consulting session with a parent who is on a different economic status or of a racial minority. Tape record the session and critique it with a focus on your efforts to establish a collaborative relationship.

Exercise 2. Keat, Donald B. Fundamentals of Child Counseling. Boston: Houghton Mifflin, 1974. Read pages 160-161.

Exercise 3. Call meetings with teachers during all "planning periods" of the school day in order to establish peer relationships with teachers in your school.

Exercise 4. Read "Open Systems" by Marion (Appendix IV). and share/discuss with members of your school staff.

SELF-TEST

1. List two ways in which a counselor can encourage and facilitate a collaborative relationship with clients:
   a.
   b.
2. Define collaboration, in your own words.

Objective Number 6: The counselor will ask the client to describe the problem situation.

EXERCISES

(Complete at least one exercise.)

Exercise 1. In a consulting session ask your client to describe the problem situation in a detailed manner; restate the problem for your client.

Exercise 2. Krumboltz, John D., and Carl E. Thoresen. Counseling Methods. New York: Holt, Rinehart and Winston, 1976. Read pages 7-18.

Exercise 3. List three ways to encourage your client to describe the problem situation:

a.

b.

c.

Objective Number 7: The counselor will ask the client(s) to analyze the problem situation and to form hypotheses.

Definition: "Hypothesis," a tentative or provisional theory to explain observed facts.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Counseling. 2nd Edition, Boston: Houghton Mifflin, 1974. Read pages 88-89.

Exercise 2. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Counseling. 2nd Edition, Boston: Houghton Mifflin, 1974. Read pages 306-311.

Exercise 3. Dustin E. Richard and Rickey George. Action Counseling for Behavior Change. New York: Intext Educational Publishers, 1973. Read pages 45-67.

Exercise 4. Identify three problem situations in your school on which you might be consulted. Analyze these situations, identifying all major aspects of the problem. Generate hypotheses relating to each problem.

Objective Number 8: The counselor will examine and diagnose problem situations with clients.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Brammer, Lawrence M. and Everett L. Shostrum. Therapeutic Psychology. Fundamentals of Actualization Counseling and Psychotherapy, 2nd Edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973. Read pages 147-158.

Exercise 2. Collaborate with a teacher who is having problems in class with disruptive children. Examine and diagnose the problem using the materials in Appendices III and IV.

Exercise 3. Study the outline entitled "Things to Consider in Problem-Solving," Appendix II.

Exercise 4. Design a personally effective procedure for examining and diagnosing problems brought to you as a consultant.

SELF-TEST

1. List the five suggested steps in analyzing a problem situation:

   a.

   b.

   c.

   d.

   e.

2. List the seven suggested steps in problem-solving:

   a.

   b.

   c.

   d.

   e.

   f.

   g.

Objective Number 9: The counselor will be able to identify the client's attitudes toward or against change in the problem situation.

Prerequisites: Achievement of objectives numbered 1-8.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Johnson, David W. Reaching Out, Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972. Read pages 117-138.

Exercise 2. Role-play a situation where your client is a teacher who is against changing a school policy, where the change is clearly supported by a majority of teachers and students. Your task is to facilitate exploration of your client's attitudes.

Exercise 3. Practice giving feedback to a colleague on his/her attitudes on current issues in your school.

Objective Number 10: The counselor will be able to describe his/her own resources for helping the client(s).

EXERCISES

(Complete at least one exercise.)

Exercise 1. Shertzer, Bruce, and Shelley C. Stone. Fundamentals of Guidance, 3rd Edition, Boston: Houghton Mifflin, 1976. Read page 141.

Exercise 2. List the resources available in your school

community for assistance to you in consultation/problem-solving situations.

Exercise 3. List the helping skills which you possess as resources for consultation, i.e., human relations, planning, decision-making, counseling, etc.

Exercise 4. Prepare and tape record a 5-10 minute presentation to each of parents, teachers, and administrators about the consultation resources you have to offer them.

Objective Number 11: The counselor will be able to discuss action strategies and prepare the client to take action.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Carlson, Jon, Howard Splete and Roy Kern, editors. The Counseling Process. Washington, D.C.: American Personnel and Guidance Association, 1973. Read pages 227-236.

Exercise 2. Read "Seven Pure Strategies of Change" by Almask in The 1972 Annual Handbook for Group Facilitators.

Exercise 3. After reading one of the above, role-play a consulting session in which you facilitate the discussion of strategies and prepare the client to take action.

Exercise 4. Dustin, Richard E. and Rickey George. Action Counseling for Behavior Change. New York: Intext Educational Publishers, 1973. Read pages 71-94.

Objective Number 12: The counselor will be able to elicit feedback and interaction from clients prior to termination of the relationship.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Brammer, Lawrence M. and Everett, L. Therapeutic Psychology. Fundamentals of Actualization Counseling Psychotherapy. 2nd Edition, Englewood Cliffs, N.Y.: Prentice-Hall, 1973. Read pages 222-230.

Exercise 2. Practice the skills of eliciting feedback with a close friend.

Exercise 3. Johnson, David. Reading Out, Interpersonnel Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972. Read pages 9-40.

Exercise 4. Role-play a consulting session in which you, as consultant, seek feedback by asking specific questions, such as:

a. How do you feel about our collaboration?
b. Are there other things that you would like to deal with?

c. Have I provided the kind of assistance you had in mind?

d. Did we deal with your needs?

e. What kinds of things can I do to make this a more productive working relationship?

CONSULTING FUNCTIONS

Specific functions which are generally associated with consulting are presented in Objective 13 through 25. Each of these objectives is analogous to an indicator, and completion of these objectives will strengthen the consulting functions.

> Objective Number 13: The counselor as a consultant will be available upon request to help clients understand the guidance program.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Role-play a situation where another counselor or teacher plays a new first-year teacher, in a school setting of your choice. Your task is to explain the guidance program.

Exercise 2. Role-play a situation where a colleague plays a parent of a new student in your school. Your task is to help the parent understand the guidance program.

Exercise 3. Request time at your next faculty meeting to explain the guidance program to the faculty.

Exercise 4. Select a small group of teachers who have positive attitudes toward the guidance program, and take

specific actions to deepen their understanding of the program.

Exercise 5. Read selections from the following monographs in The Guidance Monograph Series, edited by Shertzer and Stone:

McClary, G.O. Interpreting Guidance Programs to Pupils.

Peters, H. Interpreting Guidance Programs to the Public.

Roeber, E. Interpreting Guidance Programs to School Personnel.

Objective Number 14: The counselor as a consultant will be available upon request to help clients integrate counseling and guidance services into the classroom.

EXERCISES

(Complete Number 1 and at least one additional exercise.)

Exercise 1. Dinkmeyer, Don C. and Jon Carlson. Guidance and Counseling in the Elementary School. Holt, Rinehart and Winston, Inc., 1968. Read pages 233-254.

Exercise 2. Make a list of the kinds of classroom guidance activities that you propose to do in your school. Suggested resources are:

Johnson, David W. Reaching Out, Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1972.

Johnson, David W. and Frank P. Johnson. Joining Together Group Theory and Group Skills. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Johnson, David W. and Roger Johnson. Learning Together and Alone: Cooperation, Competition, and Individualization. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Hendricks, Gay and Russell Wills. The Centering Book: Awareness Activities for Children, Parents, and Teachers. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Howe, Leland W. and Mary Martha Howe. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Co., 1975.

Pfeiffer, J. William and John E. Jones. Annual Handbook for Group Facilitators. La Jolla, California: University Associates, 1972, 1973, 1974, 1975, 1976, 1977.

Pfeiffer, J. William and John E. Jones. Handbook of Structures Experiences for Human Relations Training. Volumes I, II, III, IV, V, VI. La Jolla, California: University Associates, 1972, 1973, 1974, 1975, 1976, 1977.

Simon, Sidney B., Leland W. Howe and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company.

Exercise 3. Have a teacher co-lead some classroom guidance activities with you.

Exercise 4. Arrange to lead classroom guidance activities in classes of at least three different teachers.

Objective Number 15: The counselor as consultant will be available upon request to help clients answer questions concerning basic student learning and adjustment problems.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Make appointments with two new teachers and share with them your willingness to answer questions regarding basic student learning and adjustment problems.

Exercise 2. Provide readings for teachers on learning and adjustment problems. Follow up with informal discussions with teachers.

Objective Number 16: The counselor as consultant will be available upon request to help clients work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.

EXERCISES

(Complete at least one exercise.)

Exercise 1. In collaboration with your principal, set up workshops for the faculty on the above-mentioned areas. For each, select appropriate consultants (from within the school district or outside). Arrange co-leadership responsibilities so as to indicate your knowledge and willingness to work with teachers.

Exercise 2. Secure a list (from your principal and/or school psychologist) of all exceptional students in your school. Discuss individually with teachers of these

students their exceptionalities and unique needs.

Exercise 3. Prepare for distribution to faculty a list of all school and community resources relating to exceptional students, including appropriate contact persons.

Exercise 4. Read selected monographs from the following: Guidance Monograph Series, Series V: Guidance and the Exceptional Student, edited by Shertzer and Stone:

Anderson, R.P. The Child With Learning Disabilities and Guidance.

Gowan, J.C. and C.B. Bruch. The Academically Talented Student and Guidance.

Heath, E.J. The Mentally Retarded Student and Guidance.

Rhodes, W.C. The Emotionally Disturbed Student and Guidance.

Roth, R.M. Underachieving Students and Guidance.

Woestehoff, E.S. Students With Reading Disabilities and Guidance.

Objective Number 17: The counselor as a consultant will be available upon request to help clients plan the student's education or career future.

EXERCISES

(Complete Number 1 plus at least two additional exercises.)

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance, 3rd Edition, Boston: Houghton Mifflin, 1976. Read pages 340-366.

Exercise 2. Prepare a brief presentation to faculty on the contents of your career and education information collection. Talk with teachers of different subject matter areas to assist them in using these materials in their classes.

Exercise 3. Design a system for updating your collection of educational and career information. Suggested references include the following:

Reardon, Robert C. and Harmon Burck (Editors), Facilitating Career Development; Strategies for Counselors. Springfield, Ill.: Charles Thomas, 1975, read pages 37-50, 178-196.

Tolbert, E.L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

Exercise 4. If you plan to work in an elementary school setting, read Amatea, Ellen. The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher. Tallahassee, Florida: Career Education Center, Florida State University, 1975.

Exercise 5. Familiarize yourself with local requirements and options for high school graduation, as well as post-secondary educational opportunities in your area.

SELF-TEST

Complete the following self test by circling either true (T) or false (F): (See Appendix IV, page 81, for Key.)

T F 1. There is only one occupation for which each person is suited.

T F 2. The major focus of the employer-based career education model was to develop and field test career education materials useful in fusing career development concepts in the school's curriculum.

T F 3. Planning and placement activities should be confined to the senior year in high school.

T. F. 4. Out of school 14-to-19-year-olds accounted for a high proportion of total labor force growth in some states between 1970 and 1975.

T F 5. A criticism of career education is that it has overemphasized experiential and "hands-on" activities.

T F 6. According to the school-based comprehensive career education model, career exploration was to be emphasized in the K through 6 grades.

T F 7. Career planning is usually successful if the counselor, parents, or others do it for the student.

Objective Number 18: The counselor as a consultant will be available upon request to help clients make application for financial aid or employment.

(Complete at least two exercises.)

Exercise 1. Obtain and review the following information on financial aid, available from the Superintendent of Documents. Washington, D.C. 20402:

a. "Grant-in-Aid and Other Financial Assistance Programs."

b. "Financial Aid for College Students: Undergraduates."

c. "Borrowing for College: A Guide for Students and Parents."

d. "Students Assistance Handbook: A Guide for Financial Assistance Beyond High School."

Exercise 2. Make a presentation to a group of college-bound students and their parents on the topic "Financial Aid: Types, Sources, and How to Get It."

Exercise 3. Obtain and review information from all state and private post-secondary education institutions in Georgia regarding their financial aid programs.

Exercise 4. Obtain, review, and share with appropriate groups of students, parents, and teachers information on the current local job market. Obtain information from local and state Chambers of Commerce and Employment Service Offices.

Exercise 5. Review the following materials from the ACT Educational Services Division, P. O. Box 168, Iowa City, Iowa 52240:

a. Family Financial Statement

Packet containing preaddressed return envelope, family financial statement form, and postsecondary institution code list. Packets are available through secondary school guidances offices and most postsecondary institutional financial aid offices.

b. Financial Aid Visuals

Set of paper copy graphics designed to be converted to visuals for use on the overhead projector. These visuals portray basic concepts on need analysis and financial package sources. Single sets available to counselors at no cost,

c. Financial Aid Tabloid

Small newsprint handout for distribution to parents and students. Keyed to above visuals. Quantities available at no cost to school counselors.

d. Financial Aid Video Tape

Thirty-minute video tape explains financial aid

processes and programs. Tape is available in 1/2" b/w or 3/4" color cassette on a one-day loan basis to schools by special arrangement. Tape is also available on a special loan basis for state or regional beaming. For further information on the video tapes, contact the ACT Regional Director serving your area.

Objective Number 19: The counselor as consultant will be available upon request to help clients determine curricular offerings that best meet student needs and to plan curriculum.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Glanz, Edward C. Guidance: Foundations, Principles, and Techniques, 2nd Edition, Boston: Allyn and Bacon, 1974. Read pages 283-286.

Exercise 2. Keat, Donald B. Fundamentals of Child Counseling. Boston: Houghton Mifflin, 1974. Read pages 187-195.

Exercise 3. Summarize and present follow-up information to your faculty; lead workshop session relating follow-up information to current curricular offerings.

Exercise 4. Become familiar with state and local curriculum policies.

Exercise 5. Volunteer to work with curriculum committees and projects in your school.

Exercise 6. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance, 3rd Edition, Boston: Houghton Mifflin, 1976. Read pages 388-392.

Objective Number 20: The counselor as consultant will be available upon request to help clients interpret student data.

EXERCISES

(Complete Number 1 plus at least two additional exercises.)

Exercise 1. Keat, Donald B. Fundamentals of Counseling. Boston: Houghton Mifflin, 1974. Read pages 18-56.

Exercise 2. Design a chart of other graphic presentation which can be used to help teachers, parents, administrators, and others be aware of the various types of student data collected and used in your guidance program.

Exercise 3. Role-play a situation where you (as counselor/consultant) help a teacher (played by a teacher or another counselor) prepare for a parent conference in which student data is to be interpreted.

Exercise 4. Glanz, Edward C. Guidance: Foundations, Principles, and Techniques. 2nd Edition, Boston: Allyn-Bacon. 1974. Read pages 257-263.

Exercise 5. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance. 3rd. Edition, Boston: Houghton Mifflin. 1976. Read pages 239-241.

Exercise 6. Provide some of the teachers in your school the opportunity to take, score, and interpret several of the tests used in your guidance program.

Objective Number 21: The counselor as consultant will be available upon request to help clients organize and conduct case conferences.

Definition: "Case conference," a monthly (or any consistent time from) meeting of personnel to pool information concerning an individual student's observed problems and to plan and coordinate services designed to meet his/her needs.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Carlson, Jon, Howard Splete and Roy Kerr, et.al. The Consulting Process. Washington, D.C.: American Personnel and Guidance Association, 1975. Read pages 290-295.

Exercise 2. Draw up an outline for use by teachers and yourself, indicating the appropriate scope and sequence of information to be discussed, the process to be followed, and the personnel to be involved.

Exercise 3. Keat, Donald B. Fundamentals of Child Counseling. Boston: Houghton Mifflin, 1974. Read pages 174-177.

SELF-TEST

1. List the personnel involved in the typical case conference.
2. State two functions of a case conference.

Objective Number 22: The counselor as consultant will be available upon request to help clients organize and conduct parent conferences and parent groups.

EXERCISES

(Complete at least two exercises.)

Exercise 1. "Multiple-Family Group Counseling," by Sauber in The Consulting Process, Carlson, et.al. Read pages 310-316.

Exercise 2. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance. 3rd Edition, Boston: Houghton Mifflin, 1976. Read pages 356-357.

Exercise 3. Faust, Verne The Counselor-Consultant in the Elementary School. Boston: Houghton Mifflin, 1968. (Read selectively.)

Exercise 4. Glanz, Edward C. Guidance: Foundations, Principles and Techniques. 2nd Edition, Boston: Allyn-Bacon, 1974.

Exercise 5. Develop an outline for your teachers and staff including (1) preparations for a parent conference, (2) suggested procedures for conducting a parent conference, and (3) follow-up activities.

Objective Number 23: The counselor as consultant will be available to help clients observe and assess student behavior.

EXERCISES

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Guidance, 3rd Edition, Boston: Houghton Mifflin, 1976. Read pages 246-254.

Exercise 2. Keat, Donald B. Fundamentals of Child Counseling. Boston: Houghton Mifflin, 1974. Read pages 106-107.

Exercise 3. Dustin, Richard E. and Rickey George. Action Counseling for Behavior Change. New York: Intext Educational Publishers, 1973. Read pages 43-69.

Exercise 4. Observe and chart a student's classroom behavior using the Burden-Dustin behavior classification. (See Exercise 3.)

Objective Number 24: The counselor as consultant will be available upon request to help clients identify exceptional students.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Counseling, 2nd Edition, Boston: Houghton Mifflin, 1974. Read pages 343-344.

Exercise 2. Read at least one of the eleven monographs in The Guidance Monograph Series, Series V, Guidance and the Exceptional Student, edited by Shertzer and Stone.

Exercise 3. Obtain the list of criteria for classification of exceptional students (from your school psychologist or superintendent). Identify those areas for which you are qualified to make evaluations. For those areas in which you are not qualified to make evaluations, hold conferences with the qualified individuals to establish a referral linkage.

Objective Number 25: The counselor as consultant will be available upon request to help clients evaluate school policy and report to the administration concerning the impact of policy on teachers and students.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Review existing school policies with other counselors to identify areas currently having a negative

impact on student development.

Exercise 2. Blocher, Donald H., Richard E. Dustin, and Willis Dugan. Guidance Systems: An Introduction to Student Personnel Work. New York: Ronald Press, 1971. Read pages 63-88.

Exercise 3. With other counselors, lead the school staff in the structured experience "Strategies of Changing: A Multiple Role-Play," Appendix I.

Exercise 4. In collaboration with your principal, design and carry out a survey of students and teachers to ascertain their relative satisfaction with existing school policies.

EXERCISES

(Complete at least two exercises.)

Exercise 1. Shertzer, Bruce and Shelley C. Stone. Fundamentals of Counseling, 2nd Edition, Boston: Houghton Mifflin, 1974. Read pages 343-344.

Exercise 2. Read at least one of the eleven monographs in The Guidance Monograph Series, Series V, Guidance and the Exceptional Student, edited by Shertzer and Stone.

Exercise 3. Obtain the list of criteria for classification of exceptional students (from your school psychologist or superintendent). Identify those areas for which you are qualified to make evaluations. For those areas in which you are not qualified to make evaluations, hold conferences with the qualified individuals to establish a referral linkage.

> Objective Number 25: The counselor as consultant will be available upon request to help clients evaluate school policy and report to the administration concerning the impact of policy on teachers and students.

EXERCISES

(Complete at least one exercise.)

Exercise 1. Review existing school policies with other counselors to identify areas currently having a negative

impact on student development.

Exercise 2. Blocher, Donald H., Richard E. Dustin, and Willis Dugan. Guidance Systems: An Introduction to Student Personnel Work. New York: Ronald Press, 1971. Read pages 63-88.

Exercise 3. With other counselors, lead the school staff in the structured experience "Strategies of Changing: A Multiple Role-Play," Appendix I.

Exercise 4. In collaboration with your principal, design and carry out a survey of students and teachers to ascertain their relative satisfaction with existing school policies.

POST-ASSESSMENT

The purpose of the post-assessment is to assist you in determining whether you are prepared to submit yourself to the competency demonstration process for certification. The objective listed below are the required competencies. Rate yourself on each item. For any which you believe your skills to be insufficient, you are encouraged to return to the corresponding activities section to complete additional work. For any which you are uncertain you are encouraged to seek feedback from other professional staff prior to completing additional training activities. In conducting a consultation session with staff or parents I can:

	Yes, Sufficient	No, Insufficient	Uncertain
1. Listen to the client(s); "stay with" the flow of the discussion.			
2. Clarify the verbal communication of the client(s).			
3. Am accepting of the consultee.			
4. Demonstrate objectivity.			
5. Establish a collaborative/peer relationship.			

	Yes, Sufficient	No, Insufficient	Un-certain
6. Ask the client(s) to describe the prob-problem situation.			
7. Ask client(s) to analyze the problem situation and to form hypotheses.			
8. Examine and diagnose the problem situation with client(s).			
9. Identify the client(s)' attitudes toward or against change in the problem situation.			
10. Describe my own resources for helping the client(s).			
11. Discuss action strategies; prepare client(s) to take action.			
12. Elicit feedback and interaction from client(s) prior to termination of relationship.			

As a consultant to staff and parents, I make myself available to help them:

	Yes, Sufficient	No, Insufficient	Un-certain
13. Understand the guidance program.			
14. Integrate counseling and guidance services into the classroom.			

	Yes, Sufficient	No, Insufficient	Un-certain
15. Answer questions concerning basic student learning and adjustment problems.			
16. Work with gifted, physically handicapped, unmotivated or underachieving students or students having emotional, behavioral, or home problems.			
17. Plan the student's education or career future.			
18. Make application for financial aid or employment.			
19. Determine curricular offerings that best meet student needs; plan curriculum.			
20. Interpret student data.			
21. Organize and conduct case conferences.			
22. Organize and conduct parent conferences and parent groups.			
23. Observe and assess student behavior.			
24. Identify exceptional students.			

	Yes, Sufficient	No, Insufficient	Un-certain
25. Evaluate school policy and report to the administration concerning the impact of policy on teacher.			

SUMMARY

Items rated Yes:_____

Items rated No:_____

Items rated Uncertain:_____